



Curriculum Information Reception Class 2022-23



“St Mary’s aims to develop the talents of each pupil as a unique individual whose full potential can be developed in a community which has Christ at its centre.”

Our Core Mission & Values:



As our School Mission Statement states: St Mary's aims to develop the skills and talents of all its pupils, in a nurturing family environment, which has Christ's living example of love at the heart of everything we do. As a thriving Catholic Christian school community, we have a unique and privileged position in living out this Mission: facilitating outstanding learning opportunities for our pupils; promoting values of empathy, tolerance and respect; being a living embodiment of 'church' for our wider school community.

Our Vision:

A Vision of Growth from St Catherine of Siena:

"Be who God means you to be and you will set the world on fire."

The vision of St Mary's RC Primary School is as a hub of excellence in all we do: educational excellence in our Teaching and Learning, in the formative faith experiences we help facilitate for our pupils and wider school family, and in the way in which we strive to build God's Kingdom in our local and global community, piece by piece. By each member of our school family being encouraged, supported and inspired to live and work to the absolute fullness of their potential, our school will continue to be a beacon of educational, spiritual and community excellence for all to see.

Our Commitments to Excellence and Growth:

As a community dedicated to excellence and growth in all we do, we commit to be the absolute best we can be. As a learning community, we have the highest expectations of our pupils, and as such, hold ourselves to account by the highest standards. Our home school partnership aims to outline the commitments we make to one another, in order that we may best meet the needs of all pupils in our school. As a learning community, we strive to work as closely as possible with the parents and carers of our young people, as initial educators, to support and encourage educational, social, moral, physical and spiritual growth and development. Through choosing the family of St Mary's for your child's education, you are choosing to enter in to a partnership which strives to support, encourage, empathise and enable, and one of which we hope to all be proud.

Our Curriculum:



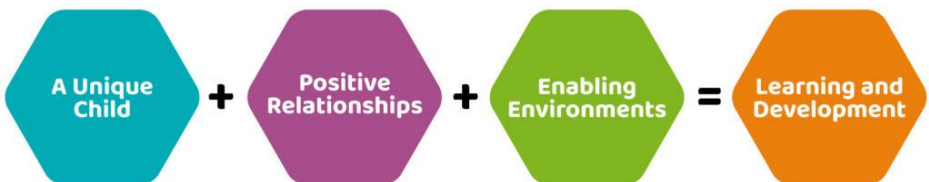
At St Mary's, we strive to offer a broad and balanced Curriculum, based on firm groundings, which inspires, motivates and supports, and is delivered by highly skilled Teachers and support staff. We are committed to excellence in all we do, and the promotion of growth and development of each individual child.

The principles of the St Mary's Curriculum are as follows:



Early Years Foundation Stage:

Principles of the EYFS



Areas of Learning and Development:

In Reception Class, our curriculum follows the Early Years Foundation Stage. Learning tasks are designed to promote progress in line with children’s developmental readiness, to build on their life experiences and to encourage their personal interests and natural inquisitiveness, and to help all children make progress towards the Early Learning Goals.

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Areas of Learning and Development

Birth to 5 Matters Aspects

Prime Areas

Personal, Social and Emotional Development	Making Relationships
	Sense of Self
	Understanding Feelings
Physical Development	Moving and handling
	Health and Self-care
Communication and Language	Listening and Attention
	Understanding
	Speaking

Specific Areas

Literacy	Reading
	Writing
Mathematics	Mathematics
	People and Communities
Understanding the World	The World
	Technology
	Creating with Materials
Expressive Arts and Design	Being Imaginative and Expressive

Further information about our EYFS Curriculum can be found on our school website (<http://www.whickhamstmarys.org.uk/curriculum-information.html>).

Routines for Reception Class:



A typical day in Reception looks as follows:

- **9:00 – 9:30**
Group phonics time
- **9:30 – 11.45**
Mixture of Teacher-lead and child-initiated activities accessed through enhanced provision (including focused Reading, Writing and Mathematics)
- **11:45 – 12:45**
Lunch
- **12:45 – 13.00**
Number time
- **13.00-14.30**
Mixture of Teacher-lead and child-initiated activities accessed through enhanced provision (including planning time)
- **14:30 – 15:10**
Review time and story

Home Learning Tasks

Home learning tasks will be set weekly via eschools. All pupils will be given their own login details to access weekly messages with activities to be completed at home. Homework will usually be set on a **Friday**. This will consist of some suggested activities to support and reinforce their ongoing learning in line with what they have been doing at school. Homework does not need to be returned. It should be undertaken and discussed with an adult at home. The class teacher may ask for examples of children's efforts to be returned electronically via eschools.

What's Special in Reception Class:



Reading Routines

At St Mary's, we use the Read Write Inc scheme to teach early reading and writing. This is an approach based on synthetic phonics. We start teaching children initial sounds and then learn to read and write words through blending & segmenting. When your child is ready, they will have 'Word Time' sheets to practise at home. This then moves onto 'ditties' where children begin to read in sentences and write words by segmenting sounds. We will also start to teach High Frequency (or RED words) alongside our phonics; these are words which don't follow 'regular' phonetic rules/patterns.

At first, the reading books we send home may have no words and children are encouraged to tell their own story using the pictures. All of the reading books are based on reading bands, which means that they include high frequency words as well as words which can be read phonetically (by sounding them out).



























Teaching Sounds

In the first half term, children will learn to recognise a new sound per day. The 'synthetic phonics' approach of Read Write Inc involves the teaching of 'pure sounds' (ie. the sound not the letter name). Of course, it is useful for children to have an awareness of the terms 'sound' and 'letter name', and to be confident with both. A good example would be the word 'shoe'. Its initial letter name is 'S', but its initial sound is 'Sh'. Sounds (phonemes) form the building blocks for reading unknown words which is one of the important skills for successful readers to develop.

Letter Formation

The children will also learn how to write all 26 letters of the alphabet, to correspond with the sounds they have learned. Within the Read, Write, Inc. programme, we use a set of rhymes to remember how to correctly form our letters. This helps not only remembering how a letter looks, but also with common difficulties such as letter reversal. These rhymes can be recited and reinforced at home in fun and engaging ways (chalks outside, finger paints, at the sand table etc) as well as when you are supporting your child writing in their homework book.

Rhymes for Letter Formation

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Malsie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Reception Class Autumn Targets

Taking into consideration ongoing assessment since the start of the Autumn Term, here are some general targets which would help the majority of the class to make continued progress in their core learning. Please help your child with their ongoing learning by focusing specifically on these areas in any additional home learning tasks they undertake.

Please help your child to master the following:

- Independently put on / take off jumpers, cardigans, coats and fasten them;
- Listen to and retell stories;
- Take turns when playing games;
- Recognise all of Set 1 sounds (provided in Reading folders);
- Hear and write initial sounds in words;
- Blend and segment sounds to read and write simple words (CVC words – such as *cat*, and CCVC words – such as *snap*);
- Read some irregular words on sight (*the, he/she, you* etc);
- Write own name and form the letters correctly;
- Hold a pencil with a good grip;
- Use scissors with care and control;
- Count small number of objects accurately with 1-1 correspondence;
- Count in order to 20 and back again, and read numbers to 20 out of a sequence;
- Travel in different ways - hop, skip, jump etc;
- Throw and catch a large ball.

How can I help my child at home?

There is a wealth of online material you can use to support your child's ongoing learning at home. Here are a few websites we would recommend to support parents in reinforcing key learning concepts with their child and provide useful home learning challenges.

Free online resources:

- **White Rose Maths home learning resources** (<https://whiterosemaths.com/homelearning/>)
White Rose is the Maths scheme we follow in school. These home learning videos and follow-up tasks demonstrate 'how' concepts are taught and explored in school. Particularly useful when your child is stuck with a concept or strategy at home. Follows our planning so that you can 'keep up' with sequences of learning and revisit key areas of learning with your child.
- **Oak National Academy** (<https://classroom.thenational.academy/>)
Online resource with a wealth of 'home learning lessons' and activities. Good resource base for revision and continued home study.
- **BBC Bitesize** (<https://www.bbc.co.uk/bitesize/articles/zvqgsk7>)
'Home learning' and 'catch-up lessons' grouped by topic. Easy to navigate learning objectives with useful explanation videos and follow up tasks and challenges to complete.
- **Phonics Play** (<https://www.phonicsplay.co.uk/>)
Good free resource for consolidation and support around phonics.
- **Oxford Owl** (<https://home.oxfordowl.co.uk/>)
Free ebooks for children aged 3-11.
- **Top Marks** (<https://www.topmarks.co.uk/>)
Free learning games and resources in a range of subject areas.
- **Gateshead Libraries Borrowbox** (<https://capitadiscovery.co.uk/gateshead/>)
Free membership with unlimited borrowing of a range of ebook and audiobook titles.

RE:

This term, within our 'Come and See' Curriculum, we will be studying the three themes of Domestic Church (Family), Baptism and Confirmation (Belonging) and Advent and Christmas (Loving). Each class will approach the themes through different topics. The children will also spend a week studying Judaism.

Whole-School Curriculum Overview ('Come and See') – Autumn Term

DOMESTIC CHURCH – FAMILY

Early Years	MYSELF - God knows and loves each one
Year 1	FAMILIES - God's love and care for every family
Year 2	BEGINNINGS - God is present in every beginning
Year 3	HOMES - God's vision for every family
Year 4	PEOPLE - The family of God in Scripture
Year 5	OURSELVES - Created in the image and likeness of God
Year 6	LOVING - God who never stops loving

SUGGESTIONS FOR HOME ACTIVITIES

Make a collage using family photographs of all the significant family members—grandparents, parents, children, aunts, uncles etc. who show God's love.

Write underneath it
"We show God's love to one another."

Include those who have died.

JUDAISM

Pupils will study various aspects of Judaism for one week. Ask them what they have been learning about.

BAPTISM AND CONFIRMATION - BELONGING

Early Years	WELCOME - Baptism: a welcome to God's family
Year 1	BELONGING - Baptism: an invitation to belong to God's family
Year 2	SIGNS AND SYMBOLS - Signs and symbols in Baptism
Year 3	PROMISES - Promises made at Baptism
Year 4	CALLED - Confirmation: a call to witness
Year 5	LIFE CHOICES - Marriage, commitment and service
Year 6	VOCATION AND COMMITMENT - The vocation of priesthood and religious life

SUGGESTIONS FOR HOME ACTIVITIES

Talk to someone who has been to a Baptism and/or Confirmation about their memories of this celebration.

ADVENT/CHRISTMAS - LOVING

Early Years	BIRTHDAY - Looking forward to Jesus' birthday
Year 1	WAITING - Advent: a time to look forward to Christmas
Year 2	PREPARATIONS - Advent: preparing to celebrate Christmas
Year 3	VISITORS - waiting for the coming of Jesus
Year 4	GIFT - God's gift of love and friendship in Jesus
Year 5	HOPE - Advent: waiting in the joyful hope for Jesus, the promise d one
Year 6	EXPECTATIONS - Jesus born to show God to the world

SUGGESTIONS FOR HOME ACTIVITIES

Discuss with the children how your family welcomes visitors to your home.

Find out about some Christian symbols for Advent e.g. Advent wreath, calendar, Jesse tree.

Use the CAFOD or Missio websites to get a religious Advent calendar.

Important Dates in the Church:

ALL SAINTS

(1 November)

We celebrate the lives of special and ordinary people who have responded to God's invitation to love.

THE COMMEMORATION OF ALL THE FAITHFUL DEPARTED (ALL SOULS)

(2 November)

Today and throughout the rest of November we pray for those who have died. Eternal rest grant unto them, O Lord, and let perpetual light shine upon them. May they rest in peace. Amen.

OUR LORD JESUS CHRIST, UNIVERSAL KING

(25 November)

ADVENT

(Begins 1 December)

Advent means 'coming'. We think of the coming of Jesus when he was born but we also think of his promise that he would come again at the end of time. It is a time of waiting and preparing. It is only in the last week of Advent that we focus upon the events to be celebrated at Christmas.

THE IMMACULATE CONCEPTION OF THE BLESSED VIRGIN MARY

(8 December)

This feast marks the first stage of the existence of Mary, the mother of Jesus. She was 'full of grace' from the very beginning and co-operated with God throughout her life.

CHRISTMAS DAY, THE NATIVITY OF THE LORD

(25 December)

On this day we begin our celebration of the birth of Christ.

THE HOLY FAMILY OF JESUS, MARY AND JOSEPH

(30 December)

Term Dates:

2022-2023

	START	END	HALF-TERM
AUTUMN	05.09.22	23.12.22	24.10.22 – 28.10.22
<i>INSET</i>	5.9.22 and 23.12.22		
SPRING	09.01.23	31.03.23	20.02.23 – 24.2.23
<i>INSET</i>	TBC		
SUMMER	17.04.23	21.07.23	29.05.23 – 02.06.23
<i>INSET</i>	TBC		

Dates for the Diary

Please continue to check the weekly News Bulletin for updates.